

Lexington 3 School District

338 West Columbia
Batesburg-Leesville, SC

Grades PK-12 District
Enrollment 2,091 Students
Superintendent Dr. William M. Gummerson 803-532-4423
Board Chair Billy Berry 803-532-3551

THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Excellent*
2007	Average	Below Average
2006	Average	Below Average
2005	Average	At-Risk
2004	Good	Excellent

* The District's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **At-Risk** – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

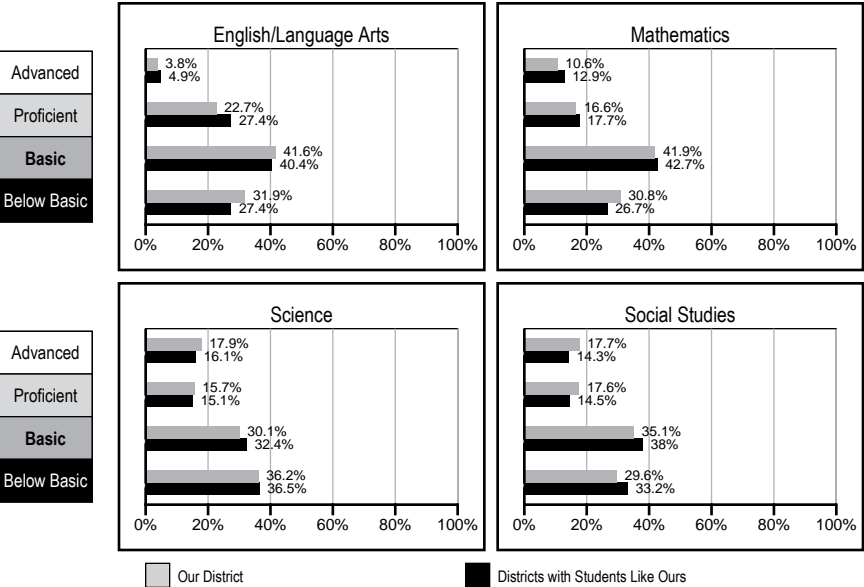
96.8%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	11	15	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Districts with Students Like Ours are Districts with Poverty indices of no more than 5% above or below the index for the District.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

	Our District			Districts with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed both subtests	83.6	75.6	89.0	73.9	76.7	78.5
Passed 1 subtest	9.9	1.4	6.2	11.6	12.8	11.2
Passed no subtests	6.6	10.5	4.8	14.4	10.5	10.3

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours*
Algebra 1/Math for the Technologies 2	80.0	73.8
English 1	62.2	59.5
Physical Science	62.7	49.5
All Subjects	71.1	61.8

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=2,091)				
First graders who attended full-day kindergarten	100.0%	No Change	99.0%	98.9%
Retention rate	4.4%	Down from 5.1%	4.2%	4.0%
Attendance rate	95.5%	Down from 95.7%	95.5%	95.6%
Eligible for gifted and talented	17.7%	Down from 18.8%	12.0%	11.4%
With disabilities other than speech	11.4%	Up from 9.6%	11.4%	10.5%
Older than usual for grade	5.4%	Up from 2.8%	4.7%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Down from 0.8%	0.7%	0.8%
Enrolled in AP/IB programs	7.3%	Up from 7.1%	9.5%	10.3%
Successful on AP/IB exams	60.0%	N/A	56.0%	56.0%
Eligible for LIFE Scholarship	41.7%	Down from 47.2%	30.3%	31.1%
Enrolled in adult education GED or diploma programs	118	Up from 15	52	48
Completions in adult education GED or diploma programs	5	Down from 12	30	27
Annual dropout rate	4.2%	Down from 5.0%	3.6%	3.8%
Teachers (n=156)				
Teachers with advanced degrees	59.0%	Up from 50.6%	55.0%	54.8%
Continuing contract teachers	83.3%	Down from 89.7%	75.8%	73.9%
Teachers with emergency or provisional certificates	2.7%	Up from 0.7%	3.8%	5.0%
Teachers returning from previous year	93.5%	Up from 93.2%	90.1%	88.8%
Teacher attendance rate	93.8%	Down from 95.2%	94.7%	94.9%
Average teacher salary	\$46,582	Up 2.3%	\$45,096	\$45,107
Vacancies for more than nine weeks	0.6%	Up from 0.0%	0.6%	0.5%
Professional development days/teacher	14.1 days	Down from 18.2 days	15.2 days	15.2 days
District				
Superintendent's years at district	5.0	Up from 4.0	4.0	3.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 19.4 to 1	19.6 to 1	20.2 to 1
Prime instructional time	87.6%	Down from 89.3%	88.7%	89.1%
Dollars spent per pupil*	\$10,504	Up 5.8%	\$8,641	\$8,666
Percent of expenditures for teacher salaries*	51.0%	Up from 49.3%	54.2%	53.1%
Percent of expenditures for instruction*	53.4%	Up from 51.7%	57.6%	56.5%
Opportunities in the arts	Good	Down from Excellent	Excellent	Excellent
Parents attending conferences	80.2%	Down from 96.8%	98.7%	98.2%
Number of schools	4	No Change	10	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	2.6%	4.3%
Average age in years of school facilities	26 Years	Down from 27 Years	26 Years	26 Years
Number of schools with SACS accreditation	4.0	No Change	10.0	8.0
Average administrator salary	\$79,443	Up 6.3%	\$75,683	\$76,032

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	134	98.5%	477	73.0%	152	86.2%	Yes
Gender							
Male	73	98.6%	289	74.0%	86	81.4%	N/A
Female	61	98.4%	188	71.3%	66	92.4%	N/A
Racial/Ethnic Group							
White	79	100.0%	263	82.9%	86	95.3%	N/A
African American	49	95.9%	210	61.0%	60	73.3%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	55	40.0%	10	40.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	61	96.7%	265	60.8%	72	79.2%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

HSAP Passage Rate by Spring 2008

	Our District	Districts with Students Like Ours
Percent	98.5%	93.1%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	152	418
Number of Diplomas	131	316
Rate	86.2%	77.1%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	468	458	513	492	453	441	981	950		
State	486	484	497	496	473	471	983	980		
Nation	498	497	509	510	488	488	1007	1007		
ACT	English		Math		Reading		Science		Total	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
District	18.0	17.7	20.0	20.3	20.3	19.2	19.5	18.9	19.5	19.1
State	19.0	19.2	19.8	20.1	19.8	20.0	19.5	19.7	19.6	19.9
Nation	20.7	20.6	19.8	21.0	19.8	21.4	19.5	20.8	19.6	21.1

Abbreviations for Missing Data

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School District Governance

Board Membership	7 trustees elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	40.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The most exciting goal achieved by BLPS was meeting the No Child Left Behind's Adequate Yearly Progress standards. Using a positive discipline approach, BLPS faculty members are very proud to report that discipline referrals have been reduced from 923 in 2005-2006 to 551 this year.

An uninterrupted reading block was scheduled for 1st and 2nd graders to ensure that students receive reading and writing instruction without being pulled out for other services. Thinking Maps and Write from the Beginning programs, which help students brainstorm about subjects and then write stories or factual information using a writing formula, has proven to be a wonderful success.

Both BLPS and BLES were designated Healthier U.S. School Challenge Silver Team Nutrition Schools by the U.S. Department of Agriculture, the first in South Carolina. BLES students made significant gains on MAP this year. Six elementary students won science awards at the University of South Carolina Regional science fair. Teachers and students also instituted a butterfly garden on campus to be used to study plants and insects.

BLMS was recognized as one of only 14 out of 267 middle schools in the state to be designated as a South Carolina Academic Silver Award Winner. The implementation of teaming with teachers has fostered better instruction and more effective parent conferences. During 2007-2008, every BLMS academic teacher was equipped with a laptop, projector, document reader, and an interactive tablet to enhance instruction.

The afterschool programs at BLPS, BLES, and BLMS, funded by 21st Century Community Learning Center Grants, have proven successful in improving student academic performance and social skills. The district mentoring program continues to boast 40 mentors.

The class of 2008 at BLHS received \$3.3 million in scholarships. In addition, 53 students qualified for either 2-year or 4-year LIFE Scholarships. Six students qualified for the Palmetto Fellows Scholarship. Our Marching Band competed in the State Finals for the fifth consecutive year and finished fourth in the state.

Continuing a proud tradition of excellence in athletics, nine varsity sports teams qualified for the state playoffs with two teams winning region championships. Four athletes won Region Sportsmanship awards. Thirty-three players made All-Region teams and three were named Region Players of the Year. In addition, our BLHS head baseball coach was selected Region III Coach of the Year. Finally, Lexington Three is one of only 5 of 85 school districts in the state to have 100% of its teachers certified as being "Highly Qualified" under the Federal No Child Left Behind Act (NCLB) standards.

Dr. William Gummerson, Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 14 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

Newly Identified-Hold

The district missed adequate yearly progress (AYP) for two years, but made progress for one year in the subject area (in either grade span) that identified the district for district improvement. Sanction: Corrective action continues.

Title I Schools' School Improvement Status

School	Status	School	Status
Batesburg-Leesville Elementary	R	Batesburg-Leesville Primary	CA

The Lexington 3 School District consists of 4 public schools with 2 of these schools, or 50%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	926	99.6	31.6	41.8	22.9	3.8	37.9	48.2	No	Yes
Gender										
Male	477	99.6	37.0	41.9	18.6	2.5	34.3	41.7	N/A	N/A
Female	449	99.6	25.7	41.6	27.4	5.3	41.8	55.0	N/A	N/A
Racial/Ethnic Group										
White	461	99.8	20.1	42.6	31.8	5.5	52.9	60.0	Yes	Yes
African American	428	99.5	43.0	42.0	12.9	2.0	22.0	31.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	32	96.9	51.9	25.9	18.5	3.7	25.9	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
Disability Status										
Disabled	138	100.0	73.6	19.2	4.0	3.2	10.4	16.0	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
Limited English Proficient										
Limited English	31	96.8	51.9	22.2	22.2	3.7	29.6	36.6	I/S	I/S
Socio-Economic Status										
Subsided meals	585	99.3	40.1	41.9	15.4	2.6	28.3	34.0	No	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	926	99.4	30.5	42.1	16.7	10.7	37.1	45.8	No	Yes
Gender										
Male	477	99.2	31.8	40.8	15.0	12.3	38.1	45.6	N/A	N/A
Female	449	99.6	29.1	43.5	18.5	8.9	36.1	45.9	N/A	N/A
Racial/Ethnic Group										
White	461	99.4	17.2	42.1	23.3	17.4	52.2	59.0	Yes	Yes
African American	428	99.5	44.6	42.3	10.1	3.0	20.8	26.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	32	96.9	44.4	40.7	7.4	7.4	25.9	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status										
Disabled	138	99.3	72.8	20.0	4.0	3.2	8.8	17.1	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
Limited English Proficient										
Limited English	31	96.8	44.4	40.7	3.7	11.1	25.9	38.1	I/S	I/S
Socio-Economic Status										
Subsided meals	585	99.0	40.4	43.4	10.5	5.6	24.9	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	District Attendance Rate	State Attendance Rate
Science										
All Students	626	99.7	36.0	30.2	15.8	18.0	33.8	35.7	95.8	96.1
Gender										
Male	325	99.4	34.8	29.5	16.7	19.0	35.7	37.4	95.7	96.0
Female	301	100.0	37.4	30.9	14.7	16.9	31.7	33.8	95.9	96.3
Racial/Ethnic Group										
White	307	100.0	18.8	28.8	22.6	29.8	52.4	49.2	95.6	96.0
African American	295	99.7	53.7	30.9	8.8	6.6	15.4	17.0	96.0	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	58.0	94.5	97.3
Hispanic	21	95.2	52.9	47.1	N/A	N/A	N/A	24.9	95.9	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	37.4	99.9	94.6
Disability Status										
Disabled	98	100.0	71.9	21.3	2.2	4.5	6.7	14.0	94.3	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.9	89.3	96.4
Limited English Proficient										
Limited English	21	95.2	50.0	44.4	5.6	N/A	5.6	24.4	95.8	96.8
Socio-Economic Status										
Subsidized meals	392	99.5	48.0	34.8	10.1	7.0	17.1	21.1	95.3	95.6

Social Studies

All Students	624	99.7	29.4	35.2	17.6	17.8	35.4	34.0	95.8	96.1
Gender										
Male	322	99.4	28.8	36.1	15.1	20.1	35.1	36.6	95.7	96.0
Female	302	100.0	30.0	34.3	20.4	15.4	35.7	31.3	95.9	96.3
Racial/Ethnic Group										
White	303	100.0	18.4	34.4	21.2	26.0	47.2	44.5	95.6	96.0
African American	290	99.7	40.8	36.3	13.9	9.0	22.8	19.1	96.0	96.2
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	58.9	94.5	97.3
Hispanic	26	96.2	38.1	33.3	14.3	14.3	28.6	27.5	95.9	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	32.7	99.9	94.6
Disability Status										
Disabled	85	100.0	67.1	19.7	6.6	6.6	13.2	14.4	94.3	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.6	89.3	96.4
Limited English Proficient										
Limited English	25	96.0	38.1	33.3	19.0	9.5	28.6	27.3	95.8	96.8
Socio-Economic Status										
Subsidized meals	396	99.5	37.8	34.4	15.6	12.2	27.8	21.0	95.3	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	157	100.0	26.2	34.9	34.2	4.7	38.9
	4	138	99.3	27.1	43.6	24.8	4.5	29.3
	5	154	99.4	35.8	50.7	12.8	0.7	13.5
	6	167	100.0	51.0	27.4	16.6	5.1	21.7
	7	150	100.0	36.1	36.7	25.2	2.0	27.2
	8	158	100.0	44.0	38.0	14.0	4.0	18.0
2008	3	156	99.4	22.4	37.4	34.0	6.1	40.1
	4	162	98.8	20.5	41.1	37.7	0.7	38.4
	5	135	99.3	29.6	47.2	21.6	1.6	23.2
	6	159	100.0	40.7	40.0	12.7	6.7	19.3
	7	167	100.0	37.0	44.8	16.2	1.9	18.2
	8	147	100.0	38.6	40.7	15.0	5.7	20.7
Mathematics								
2007	3	157	100.0	26.8	53.0	12.8	7.4	20.1
	4	138	100.0	28.4	41.0	14.9	15.7	30.6
	5	154	100.0	25.5	50.3	17.4	6.7	24.2
	6	167	100.0	31.2	40.8	16.6	11.5	28.0
	7	150	100.0	24.5	38.8	19.0	17.7	36.7
	8	158	100.0	30.0	44.0	16.0	10.0	26.0
2008	3	156	99.4	33.3	42.9	12.2	11.6	23.8
	4	162	98.2	21.9	47.9	19.9	10.3	30.1
	5	135	98.5	28.0	41.6	22.4	8.0	30.4
	6	159	100.0	37.3	32.7	18.0	12.0	30.0
	7	167	100.0	30.5	44.8	9.1	15.6	24.7
	8	147	100.0	31.4	42.9	20.0	5.7	25.7
Science								
2007	3	78	100.0	58.1	28.4	13.5	N/A	13.5
	4	138	100.0	44.8	26.9	18.7	9.7	28.4
	5	78	100.0	48.6	29.2	8.3	13.9	22.2
	6	85	100.0	52.6	20.5	15.4	11.5	26.9
	7	150	100.0	25.3	28.8	21.2	24.7	45.9
	8	79	100.0	31.9	31.9	13.9	22.2	36.1
2008	3	78	100.0	53.3	24.0	18.7	4.0	22.7
	4	161	98.8	33.6	41.1	14.4	11.0	25.3
	5	67	100.0	34.9	39.7	12.7	12.7	25.4
	6	81	100.0	53.9	18.4	10.5	17.1	27.6
	7	166	100.0	24.2	29.4	18.3	28.1	46.4
	8	73	100.0	30.0	20.0	18.6	31.4	50.0
Social Studies								
2007	3	79	100.0	20.0	48.0	20.0	12.0	32.0
	4	138	99.3	39.1	38.3	14.3	8.3	22.6
	5	79	100.0	60.8	27.0	8.1	4.1	12.2
	6	83	98.8	23.1	42.3	16.7	17.9	34.6
	7	150	100.0	39.7	28.1	17.1	15.1	32.2
	8	80	100.0	21.6	60.8	14.9	2.7	17.6
2008	3	77	100.0	22.2	31.9	27.8	18.1	45.8
	4	161	98.8	25.3	38.4	24.7	11.6	36.3
	5	66	100.0	45.2	30.6	12.9	11.3	24.2
	6	79	100.0	16.0	28.0	18.7	37.3	56.0
	7	167	100.0	39.0	35.1	6.5	19.5	26.0
	8	74	100.0	24.3	44.3	20.0	11.4	31.4

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	147	100.0	7.7	35.7	37.8	18.9	68.5	69.7	Yes	Yes
Male	73	100.0	11.0	32.9	42.5	13.7	67.1	64.6	N/A	N/A
Female	74	100.0	4.3	38.6	32.9	24.3	70.0	74.8	N/A	N/A
White	76	100.0	4.1	29.7	35.1	31.1	77.0	81.7	Yes	Yes
African American	70	100.0	11.8	42.6	39.7	5.9	58.8	53.6	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	15	100.0	26.7	60.0	6.7	6.7	20.0	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.0	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	86	100.0	10.8	44.6	37.3	7.2	56.6	55.1	Yes	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	147	100.0	8.4	23.1	38.5	30.1	79.0	67.2	Yes	Yes
Male	73	100.0	12.3	23.3	37.0	27.4	75.3	66.3	N/A	N/A
Female	74	100.0	4.3	22.9	40.0	32.9	82.9	68.0	N/A	N/A
White	76	100.0	2.7	20.3	35.1	41.9	83.8	79.6	Yes	Yes
African American	70	100.0	14.7	26.5	42.6	16.2	73.5	49.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	88.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	60.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	15	100.0	33.3	53.3	13.3	N/A	26.7	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	86	100.0	12.0	31.3	36.1	20.5	71.1	53.1	Yes	Yes

Physical Science (End-of-Course Performance by Group)

All Students	178	91.0	50.0	18.5	14.0	8.4	N/A	N/A	N/A	N/A
Male	106	88.7	43.4	16.0	18.9	10.4	N/A	N/A	N/A	N/A
Female	72	94.4	59.7	22.2	6.9	5.6	N/A	N/A	N/A	N/A
White	89	93.3	42.7	15.7	19.1	15.7	N/A	N/A	N/A	N/A
African American	88	88.6	56.8	21.6	9.1	1.1	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	15	86.7	86.7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	103	87.4	59.2	17.5	8.7	1.9	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)									
All Students	2007	177	97.7	14.3	37.5	32.1	16.1	60.7	70.7
	2008	147	100.0	7.7	35.7	37.8	18.9	68.5	69.7
Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	177	97.7	19.0	26.2	33.9	20.8	70.8	62.2
	2008	147	100.0	8.4	23.1	38.5	30.1	79.0	67.2

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.2%	0.0%	No
Student attendance rate, grades K-8	95.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data